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SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
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ABSTRACT

The selected bibliography of programs for visually handicapped children contains approximately 100 abstracts and associated indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of November, 1973. Abstracts are chosen using the criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), and how to order "Exceptional Child Education Abstracts" (an order blank is provided), in which the abstracts are originally published. Also, front information includes a list of terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication dates of documents abstracted range from 1955 through 1972. (MC)

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VISUALLY HANDICAPPED–PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 619

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 060 705

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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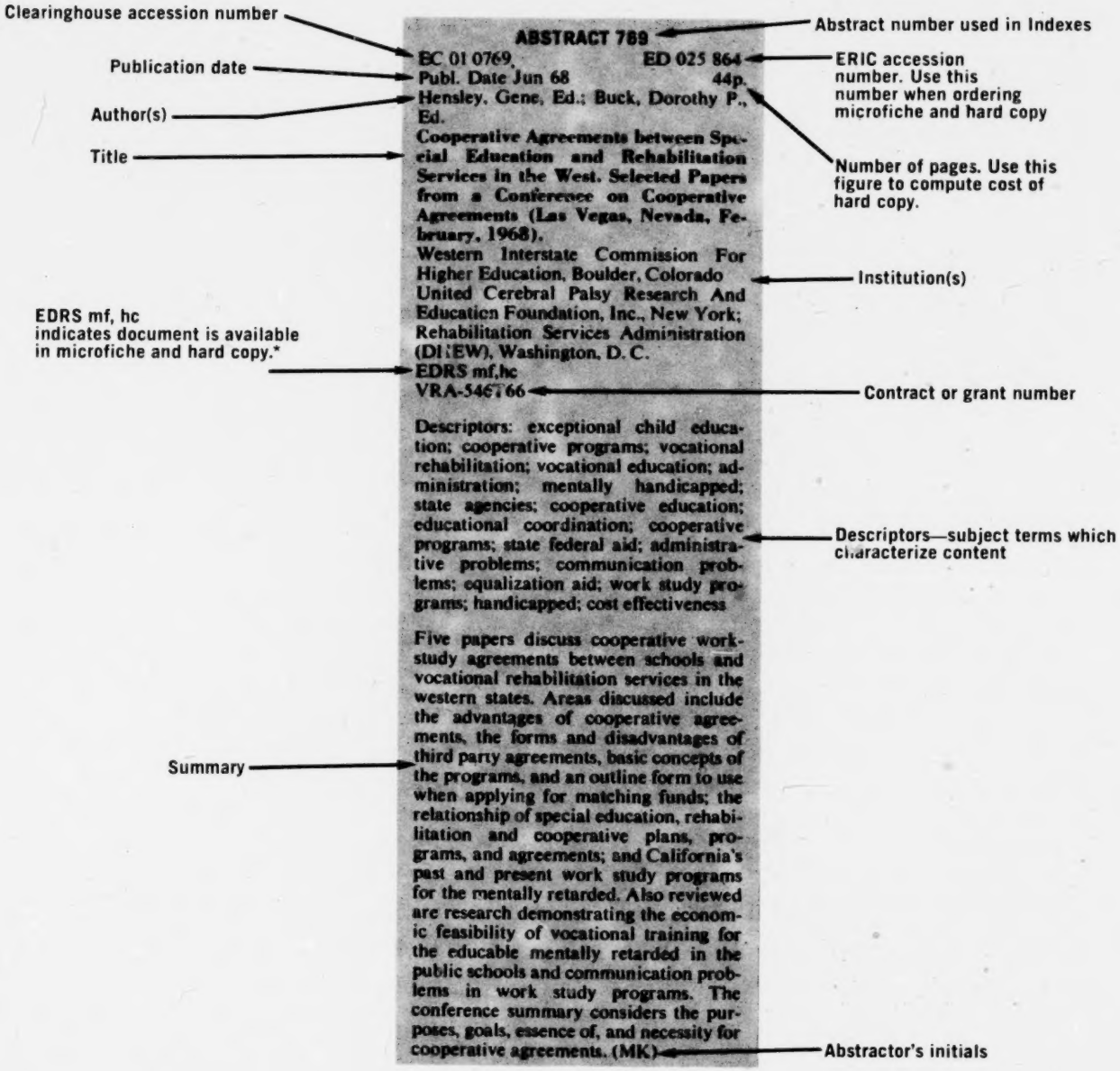
Clearinghouse accession number
Abstract number used in Indexes
ABSTRACT 789
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546766
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Visually Handicapped–Programs* from the Center's computer file of abstracts are listed alphabetically below:

Blind
Echolocation
Educational Programs
Exceptional Child Education
Eyes
Large Type Materials
Mobility Aids
Opthalmology
Partially Sighted
Program Administration
Program Budgeting
Program Content
Program Coordination
Program Costs
Program Description
Program Design
Program Development
Program Effectiveness
Program Evaluation
Program Guides
Program Improvement
Program Planning
Sensory Aids
Tactile Adaptation
Travel Training
Vision
Visual Handicaps
Visually Handicapped
Visually Handicapped Mobility
Visually Handicapped Orientation

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Education of the Visually Handicapped, 1604 Spruce Street, Philadelphia, Pennsylvania 19103

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Journal of Health, Physical Education And Recreation, American Association for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20005

Journal of Rehabilitation, National Rehabilitation Association, 1522 K Street, N.W., Washington, D.C. 20005

Journal of Special Education, Buttonwood Farms, Inc., 3515 Woodhaven Road Philadelphia, Pennsylvania 19154

New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Reading Teacher, International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Literature, National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612

Science Teacher, National Science Teacher Association, 1201 16th Street, N.W., Washington, D.C. 20036

TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 10001

EC 01 0001 ED 010 712
Publ. Date 66 15p.
American Printing House for the Blind, Inc., Its History, Purposes, and Policies.
American Printing House for the Blind, Louisville, Ky.
EDRS mf,hc

Descriptors: exceptional child education; instructional materials; visually handicapped; blind; braille; textbook publications; partially sighted; private agencies; federal aid; printing; talking books; large type materials; federal legislation; financial support; Standard English Braille Grade 2; American Printing House for the Blind; Braillewriter

Founded in 1858, the American Printing House for the Blind (APH) in Louisville, Kentucky is the world's largest publisher of literature for the blind. In 1965-66 the operating budget exceeded three million dollars and there were 400 full time and 40 part time employees. A history of the development and growth of APH includes controversy resulting in the final choice standard English braille grade 2 as the standard type for the English speaking world. Federal legislation supporting APH has increased from $10,000 provided by the Act of 1879 to $935,000 for educational material plus $75,000 for advisory and consultant services in 1966. APH keeps abreast of ink print publications so that braille editions may be issued at the same time. In addition, schools and state departments of education may request braille editions of other books and materials. Also published are talking books, large type books, tangible materials, braille music, and literature for adult blind. Research in the education of blind children is conducted by the Department of Educational Research. (MY)

ABSTRACT 10024

EC 01 0024 ED 011 155
Publ. Date 65 74p.
Henderson, David Ray
Laboratory Methods in Physics for the Blind.
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; curriculum; sciences; tactile adaptation; blind; physics; instruction; laboratories; physics curriculum; sensory aids; high school students; curriculum guides; laboratory experiments; physics experiments; surveys; physics; laboratory equipment; laboratory techniques; aural learning

Auditory and tactile adaptation of physics laboratory apparatus for use by blind students is described in this paper, together with five methods of drawing raised line and indented diagrams for use in physics experiments. A survey of physics laboratory methods in schools for blind in the United States and seven foreign countries and two simple physics experiments for blind high school students are included. (KH)

ABSTRACT 10089

EC 01 0089 ED 012 135
Publ. Date 65 58p.
Pre-Cane Mobility and Orientation Skills for the Blind.
Michigan School for the Blind, Lansing
Michigan State Dept. of Educ., Lansing
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; curriculum; blind; travel training; curriculum guides; skills; lesson plans; children; records (forms); visually handicapped mobility; visually handicapped orientation; elementary grades; skill development; learning activities; resource materials

Units, activities, lesson plans, and resource materials to help elementary teachers reinforce instruction in basic pre-cane mobility and orientation skills are presented. Appendixes include definition of terms, orientation and mobility check list with teacher instructions, suggestions for guiding blind individuals, suggested summer activities in orientation, and mobility skills for primary and intermediate blind children. A 97-item bibliograhy is included, along with lists of instructional manuals and records. (CG)

ABSTRACT 10119

EC 01 0119 ED 016 318
Publ. Date 67 21p.
Partially Seeing Program, 1966-1967.
Lake Co. Special Educ. Dist., Gurnee, Illinois
EDRS mf,hc

Descriptors: exceptional child education; personnel; administration; visually handicapped; partially sighted; administrator guides; itinerant teachers; adolescents; children; county school systems; program administration; program guides; Lake County

This administrative outline of the partially seeing program in Lake County, Illinois, presents the duties and responsibilities of the two itinerant teachers and their immediate supervisors. The program's philosophy, goals, history, and placement in the county's organizational structure are presented. The itinerant teacher's administrative responsibilities are listed. The organization of the partially seeing program, including its administration and each teacher's duties regarding new students, program materials, schedules, case loads, program files, and necessary forms, is outlined. The role of key supportive elements (such as other professional workers, parents, and volunteers) is described. Specific instructions for the itinerant staff regarding communications with students, parents, and staff, appointments, and personal conduct are included. (RS)

ABSTRACT 10123

EC 01 0123 ED 016 328
22p.
Treganza, Amorita and Others
Vision Screening Programs, Pre-School and School Age.
San Diego Co. Optometric Soc., California Sch. Vision Comm.
EDRS mf,hc

Descriptors: exceptional child education; tests; visually handicapped; vision tests; screening tests; identification; adolescents; children; identification tests; preschool children; questionnaires; records (forms); testing programs; San Diego County

Vision problems can be detected in preschool and school age children by the use of the appropriate tests outlined in this booklet. These tests are designed to be administered in part by lay personnel under the direction of an optometric consultant. The entire program consists of the completion of a developmental questionnaire by the parents, an examination of the external appearance of the eyes, and the following tests--identification, plus lens test, motilities, eye alignment, prism test for binocular awareness, peripheral orientation (preschool only), fixations (school age), focusing ability (school age), gross retinoscopy at distance, ophthalmoscopy, Stereo Fly (school age), Brock String (school age), and perceptual copy and incomplete copy forms (school age). The administration procedure and grading criteria for each test are described, and the necessary test materials for both the preschool and the school age programs are listed. An appendix includes suggested forms, such as the developmental questionnaire (in English and Spanish), the teacher's observation report form, the preschool and school age vision screening record, a vision screening referral form, parent authorization, and the eye examiner's report to the school. It is recommended that all preschool children 3 years and over, all children in the first three grades, and all those in the lower one-third of their classes in the remaining grades be screened for vision problems. Ideally, all children would be screened. (CG)

ABSTRACT 10300

EC 01 0300 ED 017 106
Publ. Date 67 108p.
Educating Visually Handicapped Pupils.
New York City Board of Education, New York
EDRS mf,hc

Descriptors: exceptional child education; counseling; administration; visually handicapped; curriculum; blind; partially sighted; public schools; braille; educa-

tional methods; educational programs; guidance services; itinerant teachers; medical vocabulary; multiply handicapped; program administration; resource teachers; special classes; special programs; special services; teaching guides; New York City

Educational programs available to blind or partially blind children in New York City are described in this illustrated bulletin. Procedures for school placement, organization of special classes, and enrollment statistics are discussed. The resource class program and guidelines for both regular and resource teachers are presented. Other special programs (itinerant teacher program, multiply handicapped blind children, and special class organization) are discussed. Curriculum adaptations in the following areas are provided--language arts, speech, typing, mathematics, science, social studies, foreign languages, music, fine arts, industrial arts, home economics, and health education. Enrichment and corrective education programs, testing, extracurricular activities, trips, excursions, and leisure time activities are also described. The roles and responsibilities of the guidance and supplementary services, the administration, and the supervisory personnel are examined. Teaching guidelines and information on braille, instructional aids, and a glossary of medical terms are included. An appendix contains the answers to frequently asked questions, the eye report form (New York City), a bibliography of 50 items, and reference lists of agencies and sources of materials. This document was published by the Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201, and is available for $2.00. (CG)

ABSTRACT 10356

EC 01 0366 ED 015 586
Publ. Date 65 15p.
Neisworth, John T.; Smith, Robert M.
Congenital Blindness as an Instance of Sensory Deprivation, Implications for Rehabilitation.
Delaware University, Newark
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; vocational rehabilitation; personality; blind; sensory experience; personality development; sensory deprivation; counselor role; creative development; creativity; limited experience; multisensory learning; personality theories; rehabilitation

Research concerning sensory deprivation and its relationship to personality variables and subsequent behavioral and cognitive changes is reviewed. Three limitations of the congenitally blind are listed--(1) restriction in the range and variety of experiences, (2) deficits in the ability to move about, (3) deficits in the capacity to control the environment and the self in relation to it. Several possible relationships between these limitations of the congenitally blind and certain traits they exhibit are explored--(1) blindness and auto-eroticism, (2) lowered object relations and narcissism, and (3) fantasy. The relationship between sensory deprivation and creative thought is discussed. The rehabilitation counselor, keeping in mind the functional nature of these traits in the blind, must (1) design programs taking the traits into account, (2) use multisensory training to facilitate meaningfulness of learning situations, (3) emphasize creative vocations such as designing, music, and advertising. A reference list of 19 items is included. (RS)

ABSTRACT 10386

EC 01 0386 ED 015 598
Publ. Date 65 103p.
Grover, Edward C. and Others
Ohio Programs for Visually Handicapped Children, a Report on the 1964-65 Columbus, Ohio Study of Partially Seeing.
Ohio Dept. of Education, Columbus, Div. of Special Education
EDRS mf,hc

Descriptors: exceptional child research; state programs; visually handicapped; partially sighted; surveys; program evaluation; children; identification; identification tests; incidence; multiply handicapped; program planning; screening tests; statistical surveys; research needs; Columbus

The declining enrollment in Ohio's programs for partially seeing children and the problems of incidence, visual functioning, and multiple handicaps were investigated in this study. Partially seeing children identified by the study had a visual acuity after correction of 20/70 or less and/or a correction of more than 10 diopters of myopia. The school nurses in Columbus Public Schools screened the 23,611 fourth, fifth, and sixth grade children for visual acuity. Of the 214 children suspected of being partially seeing, 168 received parental approval for ophthalmological and optometric examinations. The 36 children identified as partially seeing received pediatric, neurological, electroencephalographic, and psychological examinations. Of these 36 children, 25 were already in classes for partially seeing. Findings suggest an incidence of between .15 and .20 percent. Many of the partially seeing children had additional physical or mental impairments. Only 17 percent of the children had refractive errors. The mean average IQ on individual intelligence tests was at the low average level. Mean achievement was below grade level expectancy. Recommendations include development of programs which combine large type and braille students, elimination of the 10 diopters of myopia as a sole criteria in referral, and emphasis on early identification and registration of partially sighted children. Future research with the Ohio Division of Special Education should be directed to studies of instructional methods and the children's needs and to comparable study in a rural community and a city like Columbus in a state other than Ohio. Other conclusions and recommendations are listed. Graphs and tables are included. The appendix displays state standards and forms, together with forms used in the study. The case histories of the 36 partially seeing children are presented in tabular form. A list of 18 references is included. (KH)

ABSTRACT 10535

EC 01 0535 ED 022 311
Publ. Date 68 72p.
Fulker, Wilber H.; Fulker, Mary
Techniques with Tangibles; A Manual for Teaching the Blind.
EDRS not available
Charles C Thomas, Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; visually handicapped; instructional materials; concept formation; partially sighted; blind; instructional aids; sensory aids; three dimensional aids; manipulative materials; instructional technology

The production and use of tangible aids for teaching complete mental concepts to the blind are discussed. The Thermoform vacuum duplicating machine which produces teaching aids simulating pictures or drawings used by sighted children is described; and examples of Thermoform masters are cited, including Mendel's law, the maze, four stages of cell division, map of Pike's Peak, the human eye, house plan, campus map, earth science drawing, and others. Handmade apparatus and models discussed are the suspension bridge, the thermometer, the expressway interchange, model of the campus, the vacuum and pressure pump, the thermocouple, wave motion and magnets, electricity, the model water well, the solar system, and the soil erosion experiment. Other homemade techniques, variations of games, and adaptations of available teaching aids are considered, as are the following toy models, cutaways, and commercial products: plastic model kits, toy models, construction sets, magnetic boards, cutaway displays, war surplus items, the doll house, educational models and aids, the tangible moon, and tangible self-help dress kits. A discussion of teaching for greater meaning treats creative art work, the concept corner, the field trip, and the well rounded program. Thirty-one figures illustrate the various devices and aids described in the text. (DF)

ABSTRACT 10594

EC 01 0594 ED 022 288
Publ. Date (68) 76p.
Conference for Mobility Trainers and Technologists; Proceedings (Massachusetts Institute of Technology Faculty Club, December 14-15, 1967).
Massachusetts Institute of Technology, Cambridge, Sensory Aids Evaluation and Development Center
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Hartford Foundation, New York, New York
EDRS mf,hc
SAV-1057-67

Descriptors: exceptional child education; visually handicapped; blind; research projects; visually handicapped orientation; visually handicapped mobility; trav-

el training; mobility aids; sensory aids; electromechanical aids; program planning; program evaluation; equipment evaluation; evaluation methods; conference reports

Ten articles treat mobility aids and training for the blind. The following subjects are discussed: Development of Mobility Programs Which Used Canes as Aids, Expansion of Mobility Training to Children and Aged, Basic Techniques Essential to Orientation and Mobility, Long Cane Training: Its Advantages and Problems, The Cane as a Channel for the Communication of Information, and Towards the Measurement of Performance of Travel Skills. Also considered are Lasers as Mobility Aids, The Laser and the Long Cane, Travel Pathsounder, and Applications and Field Testing of Three Devices. Action in implementation of a committee on orientation and mobility and other projects suggested by the conference participants are reported. The agenda and a list of participants are included. (LE)

ABSTRACT 10777

EC 01 0777 ED N.A.
Publ. Date 68 70p.
Scholl, Geraldine T.
The Principal Works with the Visually Impaired.
Council for Exceptional Children, Washington, D. C.
EDRS mf
Council for Exceptional Children, NEA, 1201 16th Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; visually handicapped; identification; program planning; day schools; residential schools; multiply handicapped; educational planning; public schools; resource centers; principals; children; student placement

Intended for principals of regular schools, the bulletin gives information for planning an appropriate educational experience for the visually handicapped child. Definition and identification of the visually handicapped child and the impact of a visual impairment on the child are discussed. Two types of educational programs, both residential and day schools are reviewed. Guidelines for selection, placement, and integration of the visually handicapped child into the regular classroom are suggested; children with additional disabilities are considered; and likely local, state, and national resources are mentioned. Chapters are followed by references or suggested supplementary readings. There are photographic illustrations, and two appendixes list organizations and give addresses for the directors of the regional Special Education Instructional Materials Centers. (LE)

ABSTRACT 10800

EC 01 0800 ED 025 075
Publ. Date 67 29p.
Morris, June E., Comp.; Nolan, Carson Y., Comp.
Bibliography on Tests and Testing of the Blind.
American Printing House for the Blind, Louisville, Kentucky
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; tests; bibliographies; research reviews (publications); books; publications; conference reports; blind; partially sighted; test results; test validity; testing; group norms; intelligence tests; standardized tests; personality tests; psychological tests; rating scales; perception tests; occupational tests

The 345 references in this bibliography include articles from the periodical literature, books, and conference proceedings, and concentrate on these topics: theoretical and practical aspects of testing, historical development of testing, instructions, manuals, and methods of administration, test descriptions and evaluation, development of adapted tests for the blind, and results of testing with blind populations. (DF)

ABSTRACT 10930

EC 01 0930 ED 026 774
Publ. Date 20 Jun 68 71p.
A Planning Study for a Cooperative State-Wide Orientation and Mobility Program for the Blind in Oregon. Project Report.
Multnomah School District Number 1, Portland, Oregon
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; state programs; program planning; visually handicapped mobility; blind; visually handicapped orientation; administration; mobility aids; travel training; cooperative programs; federal aid; partially sighted; state agencies; incidence; program descriptions; demography; program proposals; educational needs; school programs; guidelines; Oregon; Elementary and Secondary Education Act Title III; ESEA Title III

An introduction on blindness is followed by a summary of the initial planning grant proposal for cooperative statewide orientation and mobility program for blind children. Background, development, and utilization of mobility-orientation training are discussed in conjunction with educational programs, guide dogs, canes, mobility readiness, instruction, guidelines, and recent research. Four organizations described are the Special Services Section of the State Department of Education, the Portland Regional Facility for the Blind, the Oregon Commission for the Blind, and the Oregon State School for the Blind. Considered are the incidence and prevalence of blindness; out-of-state programs mentioned included Catholic Charities of Chicago, Hines Veterans Hospital, Detroit Public Schools, Fernald State School, and Perkins School for the Blind. Recommendations and proposed schedule of implementation, concluding statements, and time schedule of project events are presented; also included are a 41-item bibliography, the planning grant application, and letters of support. (LE)

ABSTRACT 10933

EC 01 0933 ED 026 777
Publ. Date 31 Aug 67 40p.
Thompson, William W.
The Establishment of a Systematic Program of Mobility Instruction for Blind Persons in the District of Columbia. Final Report.
District of Columbia Department of Vocational Rehabilitation, Washington, D. C.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1415-D-66-C2

Descriptors: exceptional child research; visually handicapped; visually handicapped mobility; blind; partially sighted; home programs; mobility aids; travel training; attitudes; case records; visually handicapped orientation; demonstration projects; vocational rehabilitation; age differences; program evaluation; personal adjustment; Washington DC; District of Columbia

To train blind persons in the use of the long cane mobility technique and to reach a variety of clients, a demonstration used the trainee's home as a base of operation. Of 198 referrals during the 3-year project, 61 persons started training and 42 persons between the ages of 12 and 92 successfully completed the instruction. Trainees began to learn independent foot travel in their own homes, then moved to an unfamiliar indoor setting. Successful indoor mobility was followed by training outdoors in a quiet residential area with stress on mastering the mechanical aspects of cane manipulation. A semicongested area was visited next; the trainee learned to locate some stores and to ride a bus. The last phase of training was in a heavily congested area involving exposure to more distractions. Successful trainees were those who achieved a level of travel proficiency commensurate with their physical, emotional, or mental capacity. Case histories are included. (LE)

ABSTRACT 11109

EC 01 1109 ED N.A.
Publ. Date Oct 55 5p.
Foote, Franklin M.
Classrooms for Partially Seeing Children.
National Society for the Prevention of Blindness, New York, New York
EDRS not available
Exceptional Children; V22 N1 P318-20, 41-2 Oct 1955

Descriptors: exceptional child education; visually handicapped; partially sighted; educational facilities; classrooms; equipment; classroom furniture; illumination levels; classroom design; classroom arrangement

Aspects of special classrooms or resource rooms for partially sighted children are described, including type and placement of furniture, special equipment, storage, illumination of the room, and dimensions of the sight conservation room. (JD)

ABSTRACT 11182

EC 01 1182 ED 027 666
Publ. Date 68 101p.
Lord, Francis E.; Blaha, Lawrence E.
Demonstration of Home and Community Support Needed to Facilitate Mobility Instruction for Blind Youth. Final Report.
California State College, Los Angeles, Special Education Center
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
DG-RD-1784-S

Descriptors: exceptional child research; visually handicapped; visually handicapped mobility; travel training; mobility aids; blind; parent attitudes; demonstration projects; individual instruction; followup studies; student evaluation; program evaluation; visually handicapped orientation; teacher role; case records

To study the needs for orientation and mobility training in Los Angeles County, project a comprehensive training program, and demonstrate a model service in representative regions, 51 blind adolescents (23 girls and 28 boys) ranging in age from 13 to 21 were given an average of 108 class periods of intensive, individual training by orientation and mobility specialists. Each instructor had five or six students; about 100 periods of instruction were found to be necessary to develop mobility skills. Parents' cooperation was solicited by conferences with the specialists and a parent training program. The tendency of parents to overprotect their blind children, especially their girls, was found to be a major limiting factor. The students tended to have a limited knowledge of their environment, were lacking in physical development, and made limited use of the training because they had developed few travel needs beyond their homes and the school. Included are discussions of related projects, case histories, and copies of evaluation and followup forms. (LE)

ABSTRACT 11183

EC 01 1183 ED 027 667
Publ. Date Oct 68 31p.
Special School Programs for Visually Handicapped Children.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; state programs; directories; blind; partially sighted; educational programs; special schools; public schools; school districts; United States

Listed are public and private schools and school systems in the United States employing one or more special teachers to work full time with visually handicapped children. Schools and districts are listed with addresses for states and the District of Columbia and are classified for blind and/or partially seeing children. (LE)

ABSTRACT 11584

EC 01 1584 ED N.A.
Publ. Date May 68 3p.
Duggar, Margaret P.
What Can Dance Be to Someone Who Cannot See?
American Association for Health, Physical Education, And Recreation, NEA, Washington, D. C.
EDRS not available
Journal of Health, Physical Education and Recreation; V39 N5 P28-30 May 1968

Descriptors: exceptional child education; visually handicapped; physical education; teaching methods; dance; blind; kinesthetic methods; kinesthetic perception; space orientation; visually handicapped orientation; visually handicapped mobility

Methods for teaching blind children to dance are suggested, including establishing a verbal vocabulary of movement and using analogy and images. Also explained are methods of developing spatial awareness, body awareness, and rhythmic perception, and of using instruments for matching quality of sound and motion. (RK)

ABSTRACT 11687

EC 01 1687 ED 030 242
Publ. Date Feb 69 27p.
Educational Aids for Visually Handicapped.
American Printing House for the Blind, Louisville, Kentucky
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; instructional materials; sciences; braille; catalogs; reading; handwriting; sensory aids; deaf blind; electronic equipment; games; social studies; typewriting; health education; language arts; mathematics; mobility aids; audio equipment; music magnification methods; paper (materials); physical education; cooking instruction; sewing instruction; preschool education; industrial arts

Listings specifying source and cost are provided of tactile aids and materials designed for the visually handicapped. Items are presented in the following categories: supply sources and catalogs for aids; braille devices, including duplicators, reading and writing aids, reading readiness materials, and writing machines, slates, and styluses; deaf blind aids; electronic devices; games, including general and card games, chess and checkers, and puzzles; mobility aids; optical aids and instruments; paper and binders; personal aids; preschool devices and materials; reading aids; and recording and sound equipment. Additional categories of listings are in the subject areas of geography and social studies, handwriting and typewriting, health education, language arts, mathematics (general, counting, geometric, linear measurement, slates, and time), music, physical education, practical arts (cooking and sewing), science, and vocational education (industrial arts). (JD)

ABSTRACT 11940

EC 01 1940 ED N.A.
Publ. Date Nov 67 4p.
Berger, Allen; Kautz, Constance
The Braille Informal Reading Inventory.
EDRS not available
Reading Teacher; V21 N2 P1-4 Nov 1967

Descriptors: exceptional child education; visually handicapped; research needs; braille; reading diagnosis; reading tests; reading skills; reading speed; reading comprehension; Braille Informal Reading Inventory (BIRI)

The Braille Informal Reading Inventory, an instrument measuring reading level, rate, and comprehension, is described in terms of its development, research possibilities, and population sample and procedures. (LE)

ABSTRACT 20048

EC 02 0048 ED 027 692
Publ. Date 68 80p.
Bell, Donald, Ed.
An Experiment in Education; The History of Worcester College for the Blind, 1866-1966.
EDRS not available
Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 ($2.50).

Descriptors: exceptional child education; visually handicapped; special schools; blind; school expansion; educational finance; educational improvement; instructional staff; program development; athletic programs; educational facilities; school buildings; curriculum; instructional materials; admission criteria; residential schools; administration; Worcester College for the Blind; Great Britain

The development of an English elementary and secondary school for blind boys is examined from its inception in 1866 to 1912. The status of education for the blind, the role of the second headmaster Samuel Forster, curriculum, instructional materials, athletics, changes in facilities, and financial support are discussed. Changes made from 1912 to 1938 are reported and include the influence of headmaster George C. Brown, increase in number of boys served, addition of courses and activities, financial affairs, administrative problems, and the assumption of control by the National Institute for the Blind. The consolidation of the school under B. O. Bradnack bringing the school more closely into the pattern of the public school system, increasing the assets, raising the quality of the staff, and taking boys who could not afford the fee is described. Also mentioned are recent developments in education for the blind in England and the future of the school. (RP)

ABSTRACT 20120

EC 02 0120 ED N.A.
Publ. Date Sep 65 10p.
Powers, Margaret Hall and Others
Utilization of Medical Information in School Planning for Visually Handicapped Children.
EDRS not available

Exceptional Children; V32 N1 P5-14 Sept 1965

Descriptors: exceptional child education; visually handicapped; identification; program planning; blind; partially sighted; etiology; incidence; admission criteria; clinical diagnosis; medical evaluation; evaluation criteria; evaluation techniques; personnel; school organization; referral; Chicago; Illinois

The use of medical information by the Chicago Public Schools in planning for visually handicapped children is discussed, including the sources of case referral, the eye report form adapted from the form being developed by the National Society for the Prevention of Blindess, and the source of eye reports. Medical criteria for placement in a special program are considered, as are total evaluation, case staffing, planning, and the organization and scope of the programs. The programs for the blind and partially seeing are described; the classification of ocular causes for decreased vision or blindness is presented. Tables provide an analysis of the sources of eye reports, define the organization and scope of the program, enumerate the causes of decreased vision or blindness in visually handicapped children enrolled in the special classes, and rank causes in order of incidence. (JD)

ABSTRACT 20145

EC 02 0145 ED N.A.
Publ. Date Mar 69 8p.
Mills, Robert J.; Adamshick, Donald R.
The Effectiveness of Structured Sensory Training Experiences Prior to Formal Orientation and Mobility Instruction.
EDRS not available
Education of the Visually Handicapped; V1 N1 P14-21 Mar 1969

Descriptors: exceptional child research; visually handicapped; sensory training; program descriptions; auditory training; visually handicapped orientation; visually handicapped mobility; nonverbal tests; intelligence tests

To develop non-visual perceptions in small group settings in order to accelerate the ability of the blind to learn travel skills, 44 blind students were given a sensory training program. Each student was evaluated, assigned to groups, and instructed in body awareness, posture, physical fitness, auditory training, and orientation and pre-cane skills. These students then took a 5-week orientation and mobility program along with 38 others who had not had previous training. A comparison of the two groups showed that the pretrained group had more skills, and higher proficiency ratings, performance averages, and percentile ratios than the untrained group. (JM)

ABSTRACT 20183

EC 02 0183 ED 361 851
Publ. Date Apr 69 8p.
Pickett, J. M.
Conference on Speech Analyzing Communication Aids for the Deaf (Washington, DC., June 14 and 15, 1967).
Gallaudet College, Washington, D. C.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-2-7-070630-3024
BR-8-0630

Descriptors: exceptional child education; aurally handicapped; sensory aids; hearing aids; tactual perception; visible speech; spectrograms; electronic equipment

An introduction and description of conference purposes precede a list of participants who presented technical papers and demonstrations along with their titles and institutions. Accounts are given of the following types of aids described and demonstrated: frequency transposition for hearing aids, tactual aids, and visual speech aids. Conclusions and recommendations are included. (RJ)

ABSTRACT 20189

EC 02 0189 ED 061701
Publ. Date Apr 68 45p.
Visually Handicapped.
Council for Exceptional Children, Washington, D. C.
EDRS mf, hc
From CEC Selected Convention Papers From the Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child education; visually handicapped; conference reports; multiply handicapped; state programs; cooperative programs; teacher education; sensory aids; prevocational education; college perparation; teacher education curriculum; abstracts

Presentations on the visually handicapped include the following: curriculum for teachers of the visually handicapped by Evelyn Rex; a preparatory college program for visually impaired students by Walter Fitzgibbon; prevocational planning and rehabilitation for the visually handicapped by Mary Bowman; New Jersy's organization, cooperation and coordination of programs for visually handicapped by Vahram Kashmanian; teacher education by Clarice Manshardt; and research, development trends, and translation into practice of sensory aids by Leslie Clark. Abstracts included in the selection are: multiply impaired blind children as a national problem by Milton Graham; state organization, cooperation and coordination of programs for visually handicapped by Robert Cain; and teacher preparation for multi-handicapped children by Philip Hatlen. This unit of reports is available in microfiche. (WW)

ABSTRACT 20605

EC 02 0605 ED N.A.
Publ. Date Jan 67 6p.
Elonen, Anna S. and Others
The Uncommitted Blind Child: Results of Intensive Training of Children Formerly Committed to Institutions for the Retarded.
EDRS not available
Exceptional Children; V33 N5 P301-6 Jan 1967

Descriptors: exceptional child education; visually handicapped; institutions; institutional environment; case studies (education); environmental influences; institutionalized (persons); blind; adjustment (to environment)

The report describes brief histories of six blind children who were taken out of institutions for the mentally defective and placed in classes at the Michigan School for the Blind. It was believed that those children and others were unjustly committed to institutions for mentally retarded. The children were evaluated as emotionally disturbed or nonstimulated, and the years in the institutions for the mentally reatrded were seen to compound their problems. Lack of initiative was one of their pervading characteristics. Intensive care and special attention which included placement in foster homes or boarding homes, advances in IQ, and progress in behavior and educational achievement for five of the six children are described. Two tables summarize data on the children's characteristics and progress. The six cases serve as a warning about too ready commitment of young children, especially the handicapped, who have not received adequate stimulation or who have been severely neglected. (MK)

ABSTRACT 20832

EC 02 0832 ED 032 699
Publ. Date Aug 69 62p.
A Demonstration Project on Developing Independence in Preschool Visually Handicapped Children.
Allegheny County Schools, Pittsburgh, Pennsylvania
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; preschool education; case studies (education); self care skills; body image; space orientation; socialization; teaching methods; individual instruction; behavior rating scales; parent education; program costs; professional personnel; screening tests; student evaluation

Seven preschool blind children participated in a 6-week program for developing independence in these areas: movement in space, self help skills, effective use of residual vision, socialization, and body image. Children were provided with a variety of activities, were encouraged to do things for themselves, and were accompanied by an aide who helped them express themselves and who assisted in carrying out the teachers' programs. Parent education meetings were held, and caseworkers provided counseling. Case studies of the children indicate improvements in self help and other skills; each child was evaluated on three scales for blind children which indicated an increased number of items able to be completed for most of the children. Reports of professional visitors were favorable. Information on the staff, cost of the program, and dissemination is

provided; the three evaluation scales, as well as behavioral observations, are included. (RJ)

ABSTRACT 21123

EC 02 1123 ED N.A.
Publ. Date Feb 70 5p.
Goodman, William
An Interrelated Approach to Teaching Visually Handicapped and Mobility Education.
EDRS not available
Exceptional Children; V36 N6 P453-8 Feb 1970

Descriptors: exceptional child education; visually handicapped; visually handicapped mobility; professional education; pesonnel needs; teacher role; cooperative programs; travel training; teacher education

The idea of training a new kind of professional person who would have competency in the dual role of teaching and mobility instruction in the area of the visually handicapped is discussed. The professional preparation and responsibilities of the teacher and the mobility instructor are examined to point out overlapping areas that already exist. Consideration is given to the advantages of this approach, as well as to some likely criticism and to some unresolved questions. (Author)

ABSTRACT 21150

EC 02 1150 ED N.A.
Publ. Date 70 9p.
Sennet, Edith L.
A Negative Learning Force Becomes a Positive Teaching Tool.
EDRS not available
Teaching Exceptional Children; V2 N2 P54-62 Win 1970 1970

Descriptors: exceptional child education; emotionally disturbed; visually handicapped; teaching methods; educational objectives; student teacher relationship; negative attitudes; learning activities; instructional materials; case studies (education)

A teaching by experience approach used with an 8-year old blind boy exhibiting depression and hostility is discussed and the objectives, specific techniques, materials, and activities are described. Gaining the child's interest through the use of a subject about which he felt strong, although negative feelings, is discussed. The teacher stresses the importance of the teacher-pupil relationship and the use of creative, individualized activities. The child's progress is reported, and a positive commentary by Virginia L. Brown is presented. (RD)

ABSTRACT 21335

EC 02 1335 ED 028 617
Publ. Date 66 217p.
Educational Facilities for the Visually Handicapped.
California University, Berkeley. Department of Architecture
EDRS mf,hc

Descriptors: exceptional child education; architecture; design needs; educational facilities; educational specifications; equipment; facility requirements; individual needs; mobility; multiply handicapped; perception; social environment; space orientation; student attitudes; therapeutic environment; visually handicapped

A brief description of the work process, and the results of the study by eighteen third year students in the Department of Architecture, University of California, Berkeley, is presented. The problem, process, and organizational procedure of the study are included. Additional information includes: research phase, requirements, interactions, decomposition and structuring, form solutions and diagramming, final form solutions, and summary. The importance of architectural form and organization to the blind child is emphasized. The degree and nature of separation of groups and of individual blind children is noted to play an important part in effective teaching and therapy. Information in these areas and many others is accumulated and synthesized into an architectural reflection of the factors needed to develop the multiply handicapped blind child to his fullest mental and physical potential: (RK)

ABSTRACT 21407

EC 02 1407 ED N.A.
Publ. Date Dec 69 3p.
Forman, Edward
The Inclusion of Visually Limited and Blind Children in a Sighted Physical Education Program.
EDRS not available
Education of the Visually Handicapped; V1 N4 P113-5 Dec 1969

Descriptors: exceptional child education; visually handicapped; physical education; regular class placement; physical activities; sensory aids

A physical education program at a school serving normally sighted and visually impaired children is described. Skills necessary for the integration of the two groups in recreational activities are discussed, as are the games and adaptations used. (RJ)

ABSTRACT 21408

EC 02 1408 ED N.A.
Publ. Date Dec 69 5p.
Bevans, Judith
The Exceptional Child and ORFF.
EDRS not available
Education of the Visually Handicapped; V1 N4 P116-20 Dec 1969
Reprinted From Music Educators Journal, March 1969.

Descriptors: exceptional child education; music education; multiply handicapped; visually handicapped; mentally handicapped; teaching methods; Orff Method

A music program for the multiply handicapped blind developed by Carl Orff is described. Flexibility, which offers opportunity for maximum participation and creative contributions is cited as the value of the program. Suggestions are made concerning musical instruments, singing, song development, and movement and dance. (RJ)

ABSTRACT 21409

EC 02 1409 ED N.A.
Publ. Date Dec 69 2p.
Anthony, Gene Holton
Creativity and the Visually Handicapped: Implications for the Industrial Arts.
EDRS not available
Education of the Visually Handicapped; V1 N4 P122-3 Dec 1969

Descriptors: exceptional child education; visually handicapped; creative development; industrial arts; perceptual development

The need to provide blind children with opportunities for creative expression is considered with emphasis on early teaching of manipulative skills. Recommendations made are to develop a sequence of activities to provide continuity into the upper grades and to introduce more basic tools so the children can learn their use and become accustomed to handling them. (RJ)

ABSTRACT 21410

EC 02 1410 ED N.A.
Publ. Date Dec 69 3p.
Svaldi, Vincent F.; Romig, Dennis A.
A Busy and Exciting Summer for Visually Handicapped Youth.
EDRS not available
Education of the Visually Handicapped; V1 N4 P124-6 Dec 1969

Descriptors: exceptional child education; visually handicapped; summer programs; educational programs

A summer program for blind adolescents is described. Objectives are outlined for the project which emphasized vocational, on-the-job training, and independent mobility skills. These areas, and the skills involved in physical education, home economics, home mechanics, and communication are discussed; suggestions are made for making the program permanent and for expanding it. (RJ)

ABSTRACT 21479

EC 02 1479 ED 034 357
Publ. Date 69 51p.
Huff, Roger and Others
Special Problems, Special Solutions; Handbook for Teachers of the Visually Handicapped.
Georgia State Department of Education, Atlanta. Division of Special Education and Pupil Personnel Services
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; state programs; educational programs; multiply handicapped; braille; teacher aides; special services; instructional materials; instructional staff; administration; sensory aides; Georgia

Discussed in the handbook are the definitions and standards of eligibility for the special education program, the organization of the program (resource teachers, itinerant, multisystem, and multiply handicapped programs), and the problems if no special teacher is available. Information is given on special materials: registration of the legally blind, materials available on federal quota, methods of

ordering them, repair of braillers, the instructional materials reference center, library facilities, and large print books. Also detailed are requirements for teacher certification and job descriptions of the local director, principal, regular teacher, resource/itinerant teacher, aides, mobility specialists, other school personnel, and consultants. The responsibilities of the Georgia school system and the library for the blind and physically handicapped are mentioned. Also considered are the needs for interested teachers, adequate materials, and an imaginative approach. (JM)

ABSTRACT 21482

EC 02 1482 ED 034 360
Publ. Date Jun 68 119p.
Association for Education of the Visually Handicapped Biennial Conference (Forty-Ninth, Toronto, Canada, June 1968).
Association for Education of the Visually Handicapped, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; educational needs; sex education; physical activities; rubella; visual perception; space orientation; self care skills; instructional materials centers; multiply handicapped; intelligence quotient; cooperative programs; research reviews (publications)

Essays on the visually handicapped are concerned with congenital rubella, an evaluation of multiply handicapped children, the use and abuse of the IQ, visual perception dysfunction, spatial perceptions in the partially sighted, programs in daily living skills, sex education needs, and physical activity as an enhancement of functioning. Other articles discussed deal with physical activity to stimulate learning, a report on listening research, library needs, instructional materials reference center, agency cooperation, and research on sex education. Also included are the following association reports: report from the president, braille authority, amendments to the constitution, necrology, the nominating committee, and the financial report and 1968 budget. (JM)

ABSTRACT 21610

EC 02 1610 ED N.A.
Publ. Date Mar 70 5p.
Goodenough, Forrest; Goodenough, Dorothy
The Importance of Music in the Life of a Visually Handicapped Child.
EDRS not available
Education of the Visually Handicapped; V2 N1 P28-32 Mar 1970

Descriptors: exceptional child education; visually handicapped; music; music activities; music appreciation; music education; enrichment

Discussed are the influences of music on the blind child in the following areas: physical development in auditory discrimination and motor development; emotional development involving participation which aids his self concept, gives an opportunity for emotional outlet, and increases creativity; the intellectual level by increasing span of attention and the ability to memorize; and the social level involving listening in groups thereby forming relationships with others. Information is also presented on the benefits of music for the gifted blind child and for the multiply handicapped child. (JM)

ABSTRACT 21769

EC 02 1769 ED 035 148
Publ. Date Sep 69 35p.
Harley, Randall K.
Comparison of Several Approaches for Teaching Braille Reading to Blind Children. Final Report.
George Peabody College for Teachers, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-2-7-002975-0453
BR-6-2975

Descriptors: exceptional child research; visually handicapped; braille; reading instruction; blind; partially sighted; program development; program evaluation; instructional materials; reading materials; beginning reading; research needs; initial teaching alphabet

To develop and test materials to be used in a later 2-year study to compare six approaches in teaching braille reading, materials in grade 1 and grade 2, braille, and phonemic braille media (both analytic and synthetic approaches), 39 subjects from six residential schools were evaluated. Special books were embossed in grade 1 and phonemic braille, and phonemic codes were prepared for use with the analytic and synthetic readers. The teachers were given a 3-day workshop preceding the program. They made daily progress reports and their reactions were used in the evaluation of each approach. At the end of the 1-year program the results indicated that phonemic braille could be used with beginning braille readers; the analytic approach appeared to function more effectively for the phonemic materials than the synthetic approach; grade 1 approaches were not adequately measured; and further research is necessary with development of more adequate materials utilized to make generalizations concerning approaches in braille reading. (Author/JM)

ABSTRACT 21974

EC 02 1974 ED 036 953
Publ. Date Jan 69 72p.
Orientation and Mobility for Blind Adolescents in Public Schools.
Alameda County School Department, Haywood, California
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-1168

Descriptors: exceptional child research; visually handicapped; visually handicapped mobility; visually handicapped orientation; program administration; student evaluation; sex differences; personnel; special programs; mobility aids; tactile adaptation; travel training; blind; case records; program evaluation; success factors

Several school districts participated in a project providing orientation and mobility instruction to 50 visually handicapped students. Students received four to five lessons a week and were instructed in long cane usage. Tactual maps were used for orientation. Evaluation by their instructor and an outside expert rated 21 of 27 students as having increased in number and percent of correct behaviors. Information is provided concerning administration, staff, special aspects of the program, and psychological data; conclusions and recommendations are presented. Case records are included for all 50 students; the cane checklist, authorizing legislation, relevant forms, and mileage reimbursement policies are appended. (JD)

ABSTRACT 22005

EC 02 2005 ED 036 018
Publ. Date Aug 69 15p.
Geffen, Lawrence F.; Palmore, Sandra J.
Selected Bibliography on Mathematics for the Blind.
Eastern Michigan University, Ypsilanti
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; bibliographies; mathematics; periodicals; books; teaching methods; instructional materials

Designed to provide depth for participants in a workshop on the blind, bibliographical selections were made to develop background or a review of research, provide relevant basic information, and document the field of mathematics for the blind. One hundred and thirty-seven references on math are presented, some in foreign languages and some with annotations. (RJ)

ABSTRACT 22073

EC 02 2073 ED 032 739
Publ. Date Jan [illegible] 34p.
A Master Plan Program of Requirements for the Francis Jefferson Coates Country Campus of the Missouri School for the Blind.
Educational Research Services, Inc., White Plains, New York;
Pearce and Pearce, Inc., St. Louis, Missouri
Missouri State Department of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; building design; campus planning; educational specifications; facility case studies; facility expansion; facility guidelines; human engineering

Facility requirements are presented for the indoor and outdoor living and learning facilities and areas of the proposed Francis Jefferson Coates Country Campus of the Missouri School for the Blind in St. Louis. The requirements were developed in view of the major goals and purposes of the institution, to provide

exposure to a variety of learning and recreational experiences, which are not generally available within the confines of the city school, and thus broaden the awareness of students about nature and outdoor activities in their preparation for life. Diagrammatic representations of proposed facilities and area relations are included. (FS)

ABSTRACT 22163

EC 02 2163 ED N.A.
Publ. Date May 70 3p.
Grupp, James W.
2,500 Miles of Experiences: Summer School at IBSSS.
EDRS not available
Education of the Visually Handicapped; V2 N2 P55-7 May 1970

Descriptors: exceptional child education; visually handicapped; summer programs; enrichment experience; enrichment activities

A 6-week summer school program designed to be a total living experience for the visually handicapped is described. The program consisted of 13 1/2 days of academic study and 21 1/2 days of experiential activity. The areas stressed were social development, cultural enrichment, and basic experiences. Field trips, grooming instruction, theater trips, visiting plants, climbing hills, and participating in the normal camp activities of sighted persons provided stimulating learning experiences. (JM)

ABSTRACT 22165

EC 02 2165 ED N.A.
Publ. Date May 70 2p.
Lewis, Marian
Must Visually Handicapped Students Be Low Achievers in Math?
EDRS not available
Education of the Visually Handicapped; V2 N2 P60-1 May 1970

Descriptors: exceptional child education; visually handicapped; mathematics instruction

The need for more study to establish the best means for teaching mathematics concepts to the visually handicapped is discussed. The most successful program thus far seems to focus on conceptualization first, then uses the Numberoid and other Schott material, eventually progressing to the use of the Cranmer abacus for computation. The need is for testing to differentiate between ability in reasoning and in computation, and for analyzing the apparatus used for computation when comparing test scores. (Author/JM)

ABSTRACT 22166

EC 02 2166 ED N.A.
Publ. Date May 70 2p.
Harrison, Letha Mae
Script Writing for the Blind.
EDRS not available
Education of the Visually Handicapped; V2 N2 P61-2 May 1970

Descriptors: exceptional child education; visually handicapped; writing; writing exercises

Discussed is the interest in and a possible method of teaching script writing to the totally blind. Indications from a questionnaire are that there is an increase in interest in teaching script writing and a need for a new method of instruction. The suggestion is the use of a clock concept for positioning and direction with raised line paper for spacing. (JM)

ABSTRACT 22541

EC 02 2541 ED 038 811
Publ. Date Mar 70 85p.
Halliday, Carol
The Visually Impaired Child: Growth, Learning, Development--Infancy to School Age.
Instructional Materials Reference Center for Visually Handicapped Children, Louisville, Kentucky;
American Printing House for the Blind, Louisville, Kentucky
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-2-6-062289-1582(607)
BR-272036

Descriptors: exceptional child education; visually handicapped; child development; preschool children; multiply handicapped; learning readiness; instructional materials; special services; learning processes; physical development; social development; self care skills; intellectual development; emotional development; language development; perceptual motor coordination; personal growth

Addressed to both professionals and parents, the handbook delineates visual impairment and discusses child growth with reference to the visually handicapped. Development in the visually impaired of self care skills and along physical, social/personal, intellectual, and emotional lines is described and contrasted to that of the normal child. Also, school readiness problems for visually and multiply handicapped children are discussed. Materials and services are considered and their sources listed. (JD)

ABSTRACT 22716

EC 02 2716 ED 039 658
Publ. Date Nov 69 181p.
Smith, Clyde Raymond
An Analysis of the Effectiveness of a College Preparatory Program for the Visually Impaired.
Arkansas Enterprises for the Blind, Inc., Little Rock
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; college preparation; success factors; program effectiveness; college freshmen; blind; self concept; anxiety; counseling; summer programs; prediction; skill development; vocational education; self evaluation; student attitudes

A 9-week summer college preparatory program for the visually impaired provided counseling and training in academics, mobility, and skill and vocational areas. To determine its effectiveness, tests were administered to its 27 participants and to 18 controls. Results indicated that self concept was a significant variable in discriminating between the two groups and in predicting students likely to persist through the freshman year. The semantic differential techniques also rendered data significant both as a discriminator and a predictor. Anxiety was found not to be significant; attrition was greatest among the 18 controls. (Author/JD)

ABSTRACT 22953

EC 02 2953 ED N.A.
Publ. Date 70 7p.
Oliver, James N. and Others
Physical Education for the Visually Handicapped.
EDRS not available
Journal of Health, Physical Education and Recreation; V41 N6 P37-43 1970

Descriptors: exceptional child education; visually handicapped; physical education; blind; physical activities

Four articles consider physical education for the visually handicapped. James N. Oliver discusses blindness and the child's sequence of development; Martha Lynn Bolt describes softball for the blind student. Also, Charles Buell treats the school's responsibility for providing physical activities for blind students and Thomas M. Trevena explains integration of the sightless student into regular physical activities. (JD)

ABSTRACT 23242

EC 02 3242 ED 010 981
Publ. Date Oct 65 7p.
Rosen, Carl L.
Visual Deficiencies and Reading Disability.
EDRS mf,hc
This Article Appeared in the Journal of Reading, Vol. 9, Oct., 1965.

Descriptors: exceptional child education; reading; visually handicapped; reading difficulty; reading research; vision; vision tests; school responsibility; research reviews (publications); visual perception; reading instruction; reading diagnosis; ametropia; aniseikonia; heterophoria; sensory deprivation

The role of visual sensory deficiencies in the causation of reading disability is discussed. Previous and current research studies dealing with specific visual problems which have been found to be negatively related to successful reading achievement are listed for farsightedness, astigmatism, binocular incoordination, and fusional difficulties. The four primary responsibilities of the school concerning visual problems as applicable to the classroom teacher which are described are the detection of visual problems, the referral of the child to those professionally qualified, the adjustments of instructional technique, methods, and expectations based upon the nature and severity of the visual problem, and leadership and participation in research. (MC)

ABSTRACT 23468

EC 02 3468 ED 041 429
Publ. Date Dec 69 10p.
Connelly, Winnifred

Visually Handicappped Children--Birth to Three Years.
Michigan University Medical Center, Ann Arbor, Child Development Project
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; early childhood; child development; parent child relationship; blind; infants; learning activities

The early development of visually handicapped children, from birth to age 3, is discussed. The mother's role following diagnosis is stressed, with attention to providing love, and an invironment for learning, manipulative and motor activities, and nutrition. (JD)

ABSTRACT 30099

EC 03 0099 ED N.A.
Publ. Date 70 239p.
A Step-By-Step Guide to Personal Management for Blind Persons.
American Foundation for the Blind, New York, New York
EDRS not available
American Foundation for the Blind, Inc., 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child education; visually handicapped; adjustment (to environment); visually handicapped orientation; visually handicapped mobility; hygiene; homemaking skills; interpersonal competence; teaching methods; guidelines; personal adjustment

Specific procedures to instruct the blind in daily activities essential to personal management are described in areas of hygiene, grooming, clothing, and cosmetics. Detailed techniques are also provided for various aspects of homemaking such as cleaning, ironing, sewing, cooking, and child care. Additional guidelines include instruction in etiquette, gestures, table manners, telephone dialing, and other social abilities. Information on necessary equipment and suggested orientations accompanies the techniques for each topic. An extensive list of references available in braille is provided for each area, and additional sources of information and participants in the seminars on personal management services are also noted. (RD)

ABSTRACT 30427

EC 03 0427 ED 043 991
Publ. Date Sep 70 117p.
Napier, Grace D.; Weishahn, Mel W.
Handbook for Teachers of the Visually Handicapped.
American Printing House for the Blind, New York, New York
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-2-6-062289-1582(607)
BR-272036

Descriptors: exceptional child education; visually handicapped; teaching methods; teaching guides; program planning; instructional materials; visually handicapped mobility; visually handicapped orientation; Elementary and Secondary Education Act Title III

Designed to aid the inexperienced teacher of the visually handicapped, the handbook examines aspects of program objectives, content, philosophy, methods, eligibility, and placement procedures. The guide to material selection provides specific information on the acquisition of Braille materials, large type materials, recorded materials, direct reader service, and sources for educational aids. Suggestions for the regular classroom teacher of a blind student include the use of resource or itinerant teacher, methods to aid the blind child in his adjustment, and the maximum use of time and circumstances. Techniques in the area of orientation and mobility are included with illustrations, and common visual impairments (such as glaucoma, nystagmus, and retrolental fibroplasia) are described. Sample forms and a bibliography concerning education of the visually handicapped are included. (RD)

ABSTRACT 30480

EC 03 0480 ED N.A.
Publ. Date Oct 70 4p.
Randolph, Leo Glenn
The Classroom Teacher Speaks: Don't Rearrange the Classroom. Why Not? A Proposal for Meaningful Classroom Mobility.
EDRS not available
Education of the Visually Handicapped; V2 N3 P83-6 Oct 1970

Descriptors: exceptional child education; visually handicapped; classroom arrangement; visually handicapped mobility; mobility aids; furniture arrangement; visually handicapped orientation

The rearrangement of furniture in a classroom for the blind is encouraged along with suggested techniques for teaching mobility skills and systematic relationships. Suggestions for rearrangement involving effective orientation and mobility principles are presented, and criteria for changing the classroom are described. Four techniques for room familiarization (perimeter, door object, criss cross, object object) are also provided. (RD)

ABSTRACT 30884

EC 03 0884 ED N.A.
Publ. Date 70 10p.
Franks, Frank L.
Measurement in Science for Blind Students.
EDRS not available
Teaching Exceptional Children; V3 N1 P2-11 Fall 1970

Descriptors: exceptional child education; visually handicapped; measurement instruments; science materials; scientific concepts; instructional aids

Science measurement instruments specially modified for use by blind students are pictured and described. The devices include thermometer, ruler, balances, weights, gaduates, and blocks of equal volume with different weights. These instruments were the ones identified as necessary to teach scientific measurement operations and basic properties of matter, essential to teaching most of the basic concepts in life science, earth science, and physical science as taught in elementary and junior high school. (KW)

ABSTRACT 30925

EC 03 0925 ED N.A.
Publ. Date Dec 70 8p.
Kirk, Edith C.
The Future of Reading for Partially Seeing Children.
EDRS not available
Reading Teacher; V24 N3 P195-202 Dec 1970

Descriptors: exceptional child education; visually handicapped; partially sighted; reading; prediction; teaching methods; reading materials

The article considers the future reading of partially seeing children in the light of new developments in improving vision and improving reading instruction through advances in technology, reading research, parent education, and knowledge of child growth. Discussed are the definition of the partially seeing child, the necessity for early identification, the role of parents during the preschool years, and optimum physical conditions for reading in school. The future of beginning reading instruction is envisioned in terms of attention to vision, assessment of reading readiness, methods, and materials. The picture of reading at later levels considers the older child, mechanical aids, class organization, comprehension, study skills, and materials. (KW)

ABSTRACT 31019

EC 03 1019 ED N.A.
Publ. Date Dec 70 5p.
Smith, Clyde R.
A Look at a College Orientation Program for the Visually Impaired.
EDRS not available
Education of the Visually Handicapped; V2 N4 P116-20

Descriptors: exceptional child education; visually handicapped; college preparation; orientation; high school graduates; summer programs; personal adjustment; social adjustment; daily living skills

Described is the college preparatory program held at the Rehabilitation Center of the Arkansas Enterprises for the Blind (Little Rock, Arkansas). The nine-week summer course is designed to help the high school graduate planning to enter college in the fall solve the personal, social, and academic problems he will encounter as a college student. Included is a detailed description of the following specific training areas in which the students participate: academic instruction, orientation and mobility, techniques of daily living, communicative skills, social skills, and counseling. Other planned orientation activities are also mentioned. (KW)

ABSTRACT 31450

EC 03 1450 ED N.A.
Publ. Date 68 53p.
Krebs, Bernard
Braille in Brief.
EDRS not available

American Printing House for the Blind, P. O. Box 6085, Louisville, Kentucky 40506.

Descriptors: exceptional child education; visually handicapped; reading materials; braille; Kreb's Braille in Brief

Kreb's Braille in Brief is designed as an accelerated course in braille reading. The plan and layout of the instructional material feature a number of devices to assist the instructor and the student (embossed ink print letters paired with their braille equivalents, and embossed box used to enclose the contractions and their meanings, and a section of simplified rules and the complete chart of braille characters and contractions). In programing the lessons, the orderly introduction of the alphabet has been discarded in order to present the contrast between characters and to permit the early presentation of characters. A line for line presentation of braille lesson material is given in print on the left side of the page. The teacher's guide for the manual is available as EC 031 451. (CD)

ABSTRACT 31451

EC 03 1451 ED N.A.
Publ. Date 68 9p.
Krebs, Bernard
Teacher's Guide to Braille in Brief.
EDRS not available
American Printing House for the Blind, P. O. Box 6085, Louisville, Kentucky 40506.

Descriptors: exceptional child education; visually handicapped; braille; reading material; teaching guides

The teacher's guide to Braille in Brief (EC 031 450) contains both print and braille. Suggested teaching techniques, instructions for the specific lessons, and reference to applicable rules to be found at the back of Braille in Brief are included. The guide is designed so that the student can be assisted by other persons in the event that the qualified instructor is not available. (CD)

ABSTRACT 31609

EC 03 1609 ED 047 463
Publ. Date 69 63p.
Proceedings of a Special Study Institute for Tennessee Educators of Visually Handicapped Pupils (Louisville, Kentucky, April 21-23, 1969).
Tennessee State Department of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; instructional materials; instructional materials centers; material development; conference reports; listening comprehension; American Printing House for the Blind

Presented are the proceedings of the Institute held to provide public day school personnel (teachers, administrators, and materials center personnel) with an opportunity to study methods of locating, acquiring, and utilizing materials for visually handicapped students. Recent research, new materials, and information from materials centers and commercial resources were reviewed. Papers and presentations included briefly review programs for the visually handicapped in Tennessee and describe the organization and services of the American Printing House for the Blind (Louisville, Kentucky), where the Institute was held. Other papers treat the use and coordination of services of instructional materials centers, current projects for development of materials (school readiness materials, and use of simple machines), three research projects at the American Printing House, reading and listening comprehension, and basic precepts in the teaching of the visually handicapped. (KW)

ABSTRACT 31735

EC 03 1735 ED 047 466
Publ. Date 70 205p.
Wooldridge, Lillian and Others
Techniques for Daily Living: Curriculum Guides.
Illinois Braille and Sight Saving School, Jacksonville
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; self care skills; curriculum guides; teaching guides; daily living skills

Presented are specific guides concerning techniques for daily living which were developed by the child care staff at the Illinois Braille and Sight Saving School. The guides are designed for cottage parents of the children, who may have both visual and other handicaps, and show what daily living skills are necessary and appropriate for the children at various age levels of development. Explicit directions for teaching each individual skill are given, and the coverage of daily living skills is comprehensive. Skills in the following areas are detailed: personal needs (bathing and personal hygiene, dressing and undressing), good grooming and personal appearance, caring for personal belongings and maintaining a neat room, socializing, performing household chores, handling and eating foods, and dining out in public. (KW)

ABSTRACT 31905

EC 03 1905 ED N.A.
Publ. Date 71 240p.
Cratty, Bryant J.
Movement and Spatial Awareness in Blind Children and Youth.
EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.00).

Descriptors: exceptional child education; visually handicapped; partially sighted; perceptual motor learning; body image; mobility aids; teaching guides; space orientation; movement education

Designed for three groups--parents, teachers, and researchers--the text focuses on the modification of perceptual and motor behavior of blind children and on techniques to aid them to organize and deal with auditory information when moving in their environment. Sections of the book are based upon current research dealing with the body image of blind children, and methods of teaching basic spatial orientations with various movement problems. Child development from birth through adolescence is covered by the text. Various movement games which may be employed in the education of partially sighted children are described, and information on mobility training and its underlying principles for blind children in middle and late adolescence is considered. (CD)

ABSTRACT 32317

EC 03 2317 ED N.A.
Publ. Date May 71 2p.
Mills, Robert J.
Orientation and Mobility for Teachers.
EDRS not available
Education of the Visually Handicapped; V3 N2 P58-9 May 1971

Descriptors: exceptional child education; visually handicapped; visually handicapped orientation; teaching methods; physical environment; visually handicapped mobility; resource guides

The article is the last of four in a series on orientation and mobility for teachers of the blind. The article deals with environmental awareness for the visually handicapped. Methods successfully used by elementary teachers to establish an individual awareness within the classroom are described, and various books dealing with concept development in the blind are noted. (CD)

ABSTRACT 32617

EC 03 2617 ED 051 617
Publ. Date 70 95p.
Misbach, Dorothy L.; Sweeney, Joan
Education of the Visually Handicapped in California Public Schools.
California State Department of Education, Sacramento, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; state programs; educational programs; administration; curriculum; public schools; California

Intended as a guide and reference for administrators and teachers responsible for the operation of special educational programs for the visually handicapped in California public schools, the document first traces the historical and philosophical development of publicly financed education for visually handicapped children in California. Definitions, methods of identification, and incidence figures are given. Described are the types of programs offered for the visually handicapped: special and regular day classes, remedial and individual instruction, mobility instruction, payment of tuition, and residential schools. Factors to be considered in establishing and operating a program, such as legal authority and provisions, evaluation and placement procedures, counseling, and orientation program, are discussed. Guidelines for the various levels of school district per-

sonnel involved in operating a program are given. Examined are the implications of the limitations of visually handicapped students for instructional planning and curriculum. The final chapter identifies some additional state services for the visually handicapped. (KW)

ABSTRACT 32643

EC 03 2643 ED N.A.
Publ. Date Apr 68 21p.
Mullen, Marjorie, Ed.
Reading Aids for the Handicapped.
American Library Association, Chicago, Illinois
EDRS not available
Association of Hospital and Institution Libraries, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

Descriptors: exceptional child education; handicapped; instructional materials; resource guides; reading materials; large type materials

The document consists of a selective list of reading aids for the handicapped. Information on commercially manufactured equipment, sources of large type books, braille and tape recorded materials, and sources of materials that can be constructed easily are provided. Bibliographic references to the handicapped person and his needs are also listed. (CD)

ABSTRACT 32705

EC 03 2705 ED N.A.
Publ. Date Sum 71 3p.
Parten, Carroll B.
Out of the Classroom: Encouragement of Sensory Motor Development in the Preschool Blind.
EDRS not available
Exceptional Children; V37 N10 P739-41 Sum 1971

Descriptors: exceptional child education; visually handicapped; sensory training; motor development; blind; preschool children; body image; teaching methods; class activities

Summarized are techniques used at the Blind Children's Center in Hollywood, California to encourage sensory motor development in preschool blind children. Described are specific activities used to develop the child's self and body awareness, to help him achieve such socially desirable behaviors as relaxing and sitting still, to establish good mobility habit patterns, and to foster development of certain concrete and abstract concepts. (KW)

ABSTRACT 32863

EC 03 2863 ED N.A.
Publ. Date Jul 71 23p.
Apple, Loyal E.; May, Marianne
Distance Vision and Perceptual Training: A Concept for Use in the Mobility Training of Low Vision Clients.
American Foundation for the Blind, New York, New York
EDRS not available
American Foundation for the Blind, 15 West 16th Street, New York, New York 10011 ($2.25).

Descriptors: exceptional child research; visually handicapped; partially sighted; visually handicapped mobility; program development; visual perception; optometrists; annotated bibliographies; sensory training

Designed for orientation and mobility specialists working with clients with residual vision and for researchers in perceptual psychology, optometry, ophthalmology, and education, the study focuses on development of mobility programs for low-vision cases. Part 1 describes an incremental approach to mobility based on visual perception training of persons with low vision. The model program is divided into units dealing with the trainable, perceptual system's processes: fixation of distant objects; pursuit involving movement of eyes, head, and body; accommodative accuracy and accommodative facility; adaption; visual perception and visual recognition of form; visual recall of form; visual perception of space and direction; visual monitoring of body movement; and ability to process information from a wide area in minimal time. Part 2 suggests a detailed approach to assessment of low-vision perception as it relates to behavior and performance. Various aspects of the approach include: ophthalmological data; subjective examinations; near, functional vision work-up; visual manual tasks; and distant, functional vision work-up. Extensive references append parts 1 and 2. Part 3 provides an annotated bibliography, dating from World War II research, for development of mobility programs for low-vision persons. Six headings designate reference areas: environmental visibility factors; perceptual systems; optics; psycho-social; training; and general reference. Entries range from four to 30 per heading. (CB)

ABSTRACT 32866

EC 03 2866 ED N.A.
Publ. Date Jul 71 214p.
Bishop, Virginia E.
Teaching the Visually Limited Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50)

Descriptors: exceptional child education; visually handicapped; partially sighted; teaching methods; visual perception; listening skills; typewriting; educational facilities

Written specifically for the beginning teacher of children with visual problems, the book presents a comprehensive collection of varied, workable ideas for efficient teaching of visually limited children. Visual variations receive detailed discussion so that proper curriculum adaptations can be made. The importance of listening skills as academic reinforcement is discussed and illustrated by suggested activities. A comprehensive section on academic subject adaptations, by grade level and subject area, focuses on potentialities for normal development. An adapted approach to the teaching of typing facilitates teaching and learning of the communication process. Guidance principles for school personnel and the range of available special services and programs are followed by an outline, verbal and pictorial, of special classroom environments and materials. A detailed resource list includes: educational games and teaching devices, equipment and tangible apparatus, resource books, resource organizations, bibliography, and glossary. (CB)

ABSTRACT 33170

EC 03 3170 ED N.A.
Publ. Date 71 7p.
Knight, John J.
Teacher Produced Slides Aid Reading for Low Vision Children.
EDRS not available
Teaching Exceptional Children; V3 N4 P202-8 Sum 1971

Descriptors: exceptional child education; partially sighted; audiovisual aids; slides; reading; visually handicapped; teacher developed materials

Suggested is the use of a 35mm slide projector and teacher produced 35mm slides to meet the specific needs of low vision children in a standard reading program. The slide technique is recommended because it can present words in almost any size needed and because it minimizes laborious and time consuming linear scanning movements by the student. A reflection box teamed with an automatic slide projector can become an automatic programed teaching machine. Coordination with a tape recorder is also suggested. Illustrated instructions for slide preparation by the teacher are given. (KW)

ABSTRACT 40005

EC 04 0005 ED N.A.
Publ. Date Sep 71 5p.
Weishahn, Mel W.; Mitchell, Richard
Educational Placement Practices with Visually Disabled and Orthopedically Disabled Children--A Comparison.
EDRS not available
Rehabilitation Literature; V32 N9 P263-6, 288 Sep 1971

Descriptors: exceptional child education; visually handicapped; physically handicapped; student placement; educational trends; regular class placement; historical reviews; administrative organization

Trends in educational placement practices for the visually handicapped and physically handicapped are compared. Traced are the successive development of residential programs, segregated day schools and special classes within the public school system, cooperative classes (some association of visually handicapped with sighted students) and special units adjacent to regular school building for the physically handicapped, enrollment of handicapped students in regular classes with supplementary services from a resource teacher and resource room (only recently used on a limited basis for the physically handicapped), and the use of itinerant teachers (not yet used for the physically handicapped). Comparison of placement practices shows parallel trends toward greater integration into regular education programs, but with a lag in the

development of such integrating programs for the physically handicapped. This lag is attributed in part to a focus upon medical services for such children. (KW)

ABSTRACT 40161

EC 04 0161 ED N.A.
Publ. Date Oct 71 2p.
Clayton, Isaac P.
An Expanded Program in Prevocational Education at the Maryland School for the Blind.
EDRS not available
Education of the Visually Handicapped; V3 N3 P80-1 Oct 1971

Descriptors: exceptional child education; visually handicapped; prevocational education; program descriptions

A brief program description of prevocational education at the Maryland School for the Blind is presented. The program consists of basic industrial laboratory, commercial education, piano tuning and repairing, and work-experience programs. Designed for the academically low and below average student, the program is said to provide the student with a wide degree of mobility in workshop functioning and to encompass broad job training. Educational objectives are listed, followed by program procedures, and brief explanation of the work-experience program. (CB)

ABSTRACT 40246

EC 04 0246 ED N.A.
Publ. Date Nov 71 6p.
Resnick, Rose
Recreation: A Gateway to the Seeing World.
EDRS not available
New Outlook for the Blind; V65 N9 P291-6 Nov 1971

Descriptors: exceptional child education; visually handicapped; recreation; physical fitness; social adjustment; blind

The role of recreation in the process of personal and social adjustment for the blind child is discussed. Following an explanation of the significance of recreation for the blind (for conditioning, muscle building, body confidence, release of pent-up emotions, social skills), the goals of the California League for the Handicapped recreation program are outlined. Discussed are various categories of recreational activities and the therapeutic effects of each: hiking, nature study, swimming, rowing, sports and games, folk and social dancing, dramatics, and music. (KW)

ABSTRACT 40606

EC 04 0606 ED N.A.
Publ. Date Dec 71 3p.
Calhoon, James R.
Learning Pathways.
EDRS not available
Education of the Visually Handicapped; V3 N4 P106-8 Dec 1971

Descriptors: exceptional child education; visually handicapped; aurally handicapped; teacher education; learning modalities

The discussion of teacher education notes that most training programs for teachers of exceptional children emphasize learning about one particular impairment. Thus, teachers of the visually handicapped learn more about vision than about the other senses, although in their teaching most of the information they impart will utilize the other senses of the visually handicapped students. The teacher of the sensory handicapped is seen to need more training in the other learning facilitating modalities. Statistics are cited on sensory handicapped students who also possess impairment of another sense to emphasize the need for teachers to know more about all sense modalities and to be aware of possible problems related to the students' remaining sense modalities. (KW)

ABSTRACT 40607

EC 04 0607 ED N.A.
Publ. Date Dec 71 2p.
Ashcroft, S. C. and Others
Development of Leadership Personnel in Visually Handicapped.
EDRS not available
Education of the Visually Handicapped; V3 N4 P109-10 Dec 1971

Descriptors: visually handicapped; professional education; teacher education; graduate study; program design; conference reports

Summarized are conclusions regarding the training of professionals to work with the visually handicapped reached at the Institute on Advanced Graduate Preparation in Special Education of the Visually Handicapped, held January 25-29, 1971, in Nashville, Tennessee. Suggestions, concerning professional preparation at the post master's degree level, relate to training program organization, curriculum, governmental funding and other support, personnel recruitment, coordination among programs, and program standards. Also summarized briefly are several recommendations for next steps to follow, including examination of teacher education programs and personnel needs, and the development of cross categorical institutes, cooperative programmatic research efforts, inter-institutional staff exchanges, and program consultant teams. (KW)

ABSTRACT 40609

EC 04 0609 ED N.A.
Publ. Date Dec 71 7p.
Bullard, Bonnie M.; Barraga, Natalie
Subtests of Evaluative Instruments Applicable for Use with Preschool Visually Handicapped Children.
EDRS not available
Education of the Visually Handicapped; V3 N4 P116-22 Dec 1971

Descriptors: exceptional child education; visually handicapped; preschool evaluation; testing; cognitive measurement; psychomotor skills

Listed separately are subtests of evaluative instruments which can be used with preschool blind children and those which are applicable for use with preschool children with impaired but useful vision. Tests are listed according to the ability evaluated: immediate recall, association, logical thinking, discrimination, spatial relations, psychomotor skills, deductive reasoning, inductive reasoning, generalization, imitation, attention span, and language development. (KW)

ABSTRACT 40660

EC 04 0660 ED N.A.
Publ. Date Dec 71 5p.
Kaufman, Abraham S.
Tutoring a Visually Handicapped Student in High School Chemistry.
EDRS not available
New Outlook for the Blind; V65 N10 P313-7 Dec 1971

Descriptors: exceptional child education; visually handicapped; senior high school students; chemistry; teacher developed materials; material development; scientific concepts; science activities

Described are teacher developed materials and techniques used by a high school teacher for tutoring a visually handicapped student in high school chemistry. The scientific method of indirect observation can be taught by use of a closed box which the student investigates by touch, hearing, and devices such as a magnet. Styrofoam ball models illustrating molecular structure are said to be helpful in conveying atomic structures. The author then describes his efforts to create a braille periodic chart. Next he explains that the study of ionization involves differentiating between solutions that will and will not conduct electrical currents; a standard bell transformer or buzzer system can be used to indicate conductivity. To aid the learning of charged particles and their roles in chemical reactions as expressed by formulas and equations, Masonite or heavy cardboard rectangular pieces are cut and identified with braille and print tags indicating the ion or radical and its charge. Plus charges are indicated by small projections cut in the cards, while minus charges have matching indentations. The author concludes by advocating more material development for visually handicapped persons. (CB)

ABSTRACT 40661

EC 04 0661 ED N.A.
Publ. Date Dec 71 6p.
Bidgood, Frederick E.
A Study of Sex Education Programs for Visually Handicapped Persons.
EDRS not available
New Outlook for the Blind; V65 N10 P318-23 Dec 1971

Descriptors: exceptional child research; visually handicapped; national surveys; sex education; educational programs; public schools; residential schools; agencies

A National survey of existing educational programs in sex education available to visually handicapped persons was conducted. Populations studied were public schools, residential schools for the blind, and multi-service agencies meeting the special needs of the visually handicapped. The response rate was 43.2% out of 273 institutions and organizations

contacted. Results indicated that the majority of public and residential schools felt a responsibility to provide sex education for visually handicapped persons, with multi-service agencies asserting the same responsibility to a lesser extent. The majority offered some kind of sex education program, which was integrated frequently into existing, on-going educational and counseling services. Sex education programs ranged from kindergarten to senior high school levels. On the whole, public school programs were more thorough and better planned than those of agencies or residential schools. Progress in sex education was thought to be blocked by lack of good audio and tactual teaching instructional materials. The majority of respondents were willing to participate in the production of a resource guide as a stimulus to development of programs and materials in sex education for visually handicapped persons. (CB)

ABSTRACT 40670

EC 04 0670 ED N.A.
Publ. Date Dec 71 244p.
Lowenfeld, Berthold
Our Blind Children: Growing and Learning with Them.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.50).

Descriptors: exceptional child education; visually handicapped; child development; parent education; educational needs; maturation; parent attitudes

Written primarily for parents of blind children, the book clearly explains the development, education, and training of blind children. The author first emphasizes that the blind baby does not know that he is blind, and that the blind baby needs all the love and attention he can get. Selected facts relating to blindness in the U.S. are presented. Discussion of the blind child's growing toward independence includes learning to eat, toilet training, sleeping habits, learning to dress, gaining body control and learning to walk, learning to talk, play and experiences, music, and emotional growth. Examined next are parent attitudes, nursery school, and kindergarten. Discussion of the school age child covers readiness, educational placement, residential school, special programs in public schools, and home school relations. Understanding special methods of teaching the blind child, special concerns of the blind adolescent, and the needs of blind children with additional handicaps are reviewed. A concluding section on questions parents often ask includes matters such as the blind child's having a pet, disciplining the blind child, explaining visual experiences to the blind child, the need for parents to learn braille, and explaining sexual differences to the blind child. (CB)

ABSTRACT 40719

EC 04 0719 ED N.A.
Publ. Date Jan 72 3p.
Marsh, Velma; Friedman, Robert
Changing Public Attitudes Toward Blindness.
EDRS not available
Exceptional Children; V38 N5 P426-8 Jan 1972

Descriptors: exceptional child research; visually handicapped; student attitudes; changing attitudes; secondary school students; educational programs

To modify stereotypic attitudes toward blindness in a high school, a vision education program lasting five instructional periods was taught in coeducational freshman health education classes. Purpose was to promote the integration of blind students into the school's social and educational life by eliminating the mystery surrounding blindness and the school's resource program for blind students. Three concepts were stressed: the blind can travel independently; special equipment assists blind students to profit from the same educational experiences as their peers; and the blind are normal people who wish to be treated as such. A scale on attitudes toward blindness, administered before and after the program, showed a decrease in percentage of responses judged incorrect. Administrators, teachers, and sighted students responded positively to the program. The blind students reportedly noted a difference in the attitudes of the sighted students toward them. (KW)

ABSTRACT 40910

EC 04 0910 ED N.A.
Publ. Date Feb 72 4p.
Whitcraft, Carol Jones
Motoric Engramming for Sensory Deprivation or Disability.
EDRS not available
Exceptional Children; V38 N6 P475-8 Feb 1972

Descriptors: exceptional child education; visually handicapped; sensory experience; learning theories; perceptual motor learning; sensory training; space orientation; research reviews (publications); visually handicapped mobility

The relationships of motoric involvement, perceptual-motor theories and neurophysiological evidence are examined for support of a motoric engramming approach to learning. Particularly noted is the necessity for motoric involvement of the blind or sensory disabled child. Four motor generalizations are postulated as basic to the establishment of body image and spatial perception. The approach advocated is one of adaptation to existing limitations through kinesthetic perceptual-motor training or motoric engramming. (Author/KW)

ABSTRACT 41320

EC 04 1320 ED 059 553
Publ. Date 71 77p.
Park, Gloria Gayle
A Plan for Itinerant Educational Consultant Services for Preschool Visually Handicapped Children.
Allegheny County Schools, Pittsburgh, Pennsylvania
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; sensory training; early childhood education; itinerant teachers; preschool children; prevention; interpersonal competence; educational programs

A demonstration project was conducted involving itinerant educational consultant services for preschool visually handicapped children with the objective of preventing social and sensory deprivation and of developing personal independence. Channels were established for referral of applicable visually handicapped preschool children to the program. Selected preschools for children other than visually handicapped children agreed to admit visually handicapped children and received supportive services to handle the visually handicapped child. Where needed, an itinerant teacher visited the homes of preschool visually handicapped children. For each of the 28 children involved in the study, the birthdate, diagnosis, vision, referral, and services rendered were reported. The Social Maturity Scale for Blind Preschool Children (Maxfield and Buchholz, 1957) was the standardized evaluation tool used in many cases. Although success was thought to be intuitively apparent in various cases, the complexity of the children's problems precluded definitive measurements of progress in all cases. Appended were four reports by an instructional aide, two mobility students, and a nursery school teacher of their experiences in working with the preschool visually handicapped children. (CB)

ABSTRACT 41422

EC 04 1422 ED N.A.
Publ. Date Apr 72 2p.
Cravats, Monroe
Biology for the Blind.
EDRS not available
Science Teacher; V39 N4 P49-50 Apr 1972

Descriptors: exceptional child education; visually handicapped; biology; lesson plans; laboratories; science activities

Presented are complete directions for a biology laboratory exercise on digestion for visually handicapped students. It is suggested for use with sighted students, also, because it causes them to use senses other than sight. The objective of the science lesson is to consider the nature of the human digestive tract. (KW)

ABSTRACT 41430

EC 04 1430 ED N.A.
Publ. Date Mar 72 4p.
Tinsley, Tuck
The Use of Origami in the Mathematics Education of Visually Impaired Students.
EDRS not available
Education of the Visually Handicapped; V4 N1 P8-11 mar 1972

Descriptors: exceptional child education; visually handicapped; mathematics; instructional materials; guidelines; Origami

The short article explains that paper-folding, called Origami in Japan, can supplement mathematics instruction of blind and partially sighted persons. Paper-folding as an instructional material is said to involve the student physically in mathematical processes, which is thought to provide the student with a better understanding of geometrical forms and the development of theorems. Use of brightly colored paper is suggested for partially sighted individuals. Three sample diagrams present guidelines for folding an altitude, finding the sum of the angles of a triangle, and folding an angle bisector. (CB)

ABSTRACT 41433

EC 04 1433 ED N.A.
Publ. Date Mar 72 3p.
Lloyd, Dorothy J.
Learning Through Experiencing.
EDRS not available
Education of the Visually Handicapped; V4 N1 P19-21 Mar 1972

Descriptors: exceptional child education; visually handicapped; tactual perception; learning processes; primary grades

Noting that blind children perceive through their four senses other than vision, the author advocates their learning by tactual perception. It is explained that first grade children can learn about lions by touching a large stuffed lion. Flexible curriculum, the study of nutrition, and atending the theater are shown to provide opportunities for tactual perception learning. (CB)

ABSTRACT 41485

EC 04 1485 ED N.A.
Publ. Date Apr 72 8p.
Weishahn, Mel W.
Study of Graduates in the Education of the Visually Disabled.
EDRS not available
Exceptional Children; V38 N8 P605-12 Apr 1972

Descriptors: exceptional child education; visually handicapped; teacher education; program evaluation; graduate surveys; graduate study; surveys

Graduates with masters degrees in education of the visually disabled (N 52) were queried by a mailed questionnaire about their specific educational and personal characteristics, their vocational behavior perceptions of their preparation program, and the value of their preparation in relation to their present positions. A 98% return showed the difference between the means for preparation and value of preparation not to be significant. However examination of the t ratios by each of seven competency areas indicated the ratings differed significantly in the following three areas: techniques and methods of instruction, acquisition and preparation of educational materials, and general special education competency. (Author)

ABSTRACT 41622

EC 04 1622 ED N.A.
Publ. Date Sum 71 9p.
Hanninen, Kenneth A.
Review of the Educational Potential of Texture and Tactually Discriminable Patterns.
Journal of Special Education; V5 N2 P133-41 Sum 1971

Descriptors: exceptional child education; visually handicapped; tactual perception; tactile adaptation; research reviews (publications); instructional materials

The article reviews tactile perception research relevant to the usefulness of textures and certain tactually perceivable patterns in the education of children. Developmental characteristics associated with age, intelligence, and sex of the child are reviewed, as well as the characteristics of the textures and tactile patterns. The relationship between texture and education of blind and severely visually impaired children is apparent. It is said that the recognition that this tactile perception dimension may have value in the education of other types of children, particularly those with specific learning disabilities, is not so apparent. Implications of the research are suggested. (Author)

ABSTRACT 41826

EC 04 1826 ED N.A.
Publ. Date May 72 6p.
Schulz, Paul J.
Psychological Factors in Orientation and Mobility Training.
EDRS not available
New Outlook for the Blind; V66 N5 P129-34 May 1972

Descriptors: exceptional child education; visually handicapped; visually handicapped mobility; student teacher relationship; psychology

Psychological factors in a student teacher relationship in visually handicapped mobility training are examined. It is emphasized that the emotional interaction between the mobility instructor and the visually handicapped individual is an important element in successful mobility training. Discussed are the following emotional problems that may affect the student teacher relationship in mobility training: an instructor's negative reactions to sighted persons who inadvertently interfere with mobility lessons, discontinuing a highly motivated student's mobility training due to mental limitations, a student's unwillingness to transfer his mobility training knowledge to his private life, and instructor's overprotective attitude toward students, a student's overdependence on his instructor, setting reasonable goals in mobility training, and an instructor's personal fears and anxieties toward mobility training.

ABSTRACT 41830

EC 04 1830 ED N.A.
Publ. Date May 72 5p.
Rogow, Sally M.
Language Acquisition and the Blind Retarded Child.
EDRS not available
Education of the Visually Handicapped; V4 N2 P36-40 May 1972

Descriptors: exceptional child education; multiply handicapped; visually handicapped; mentally handicapped; language development; language ability

Language development for the blind retarded child residing in an institution or at home is said to be impaired if the child does not receive educational training, stimulation, and social experience. The means by which language becomes functional as a mode of communication is shown to be directly related to the extreme social isolation of the nonverbal blind child. In general, children are said to first learn language from hearing their parents talk. The author then relates his experience in studying the emerging speech patterns of a 9-year-old, nonverbal blind child, in which the author concludes that the child's limited language ability reflected her paucity of experience.

ABSTRACT 41833

EC 04 1833 ED N.A.
Publ. Date May 72 3p.
Tait, Perla
The Implications of Play as It Relates to the Emotional Development of the Blind Child.
EDRS not available
Education of the Visually Handicapped; V4 N2 P52-4 May 1972

Descriptors: exceptional child education; visually handicapped; emotional development; play

Briefly discussed is the relationship between play and the blind child's emotional development. Various research cited suggests that blind children have not found a way of playing that enables them to work out their emotional tensions. It is advocated that blind children be encouraged to develop spontaneous play behavior.

ABSTRACT 41835

EC 04 1835 ED N.A.
Publ. Date May 72 4p.
Enis, Carol A. Cataruzolo, Michael
Sex Education in the Residential School for the Blind.
EDRS not available
Education of the Visually Handicapped; V4 N2 P61-4 May 1972

Descriptors: exceptional child education; visually handicapped; adolescents; residential schools; sex education

The varied means by which the sighted child learns about sex, which ranges from classroom movies to watching the sights at the beach, is reviewed briefly to emphasize that the blind child is severely handicapped in learning about sex. The results from a questionnaire sent to and completed by 33 residential schools in the United States revealed that 64% of the schools reported having a program in sex education. Great variance was found in program length, age range of students taking the program, responsibility of teacher, curricula, and social relations amoung the students.

ABSTRACT 42351

EC 04 2351 ED 064 819
Publ. Date (72) 66p.
Bryan, Dorothy
Guide for Parents of Pre-School Visually Handicapped Children.
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; preschool children; guidelines; parent education; child development; parent attitudes; agencies

Written as a guide for parents of preschool visually handicapped children, the booklet provides background information and some basic facts thought to be necessary to help the child grow into a happy, well-rounded and successful adult. Guidelines are presented concerning the following: the need for positive parental attitudes toward the young baby, the need for a routine sleeping habit, the need to develop regular eating habits, the need to help and encourage the child in his attempts to sit and crawl, helping the child learn to walk, toilet training, learning to dress and undress, the need for the same kinds of toys and play as the normal child, the need for special efforts to provide the child with activities and behavior experiences that the normal child acquires without much effort, and school readiness. Then follow two listings, one of 48 Illinois agencies and one of 22 national agencies serving visually handicapped persons. Information provided on the agencies includes complete name, address, telephone number, and a short paragraph describing the service. (CB)

ABSTRACT 42446

EC 04 2446 ED N.A.
Publ. Date Aug 72 2p.
Fisher, David
Blind Students Learn Karate.
EDRS not available
Journal of Rehabilitation; V38 N4 P26-7 Jul-Aug 1972

Descriptors: exceptional child education; visually handicapped; physical education; physical activities; karate

Benefits of physical education for the visually handicapped are noted and karate is cited as a sport which is excellent for developing many of the critical aspects of coordination. In addition to instances in which the roots of the basic movement skills and training methods of karate have been used to develop other fundamental skills with blind persons (such as in posture correction exercises), instances of actual participation in karate classes by the blind are described. The training sequences in karate are said to employ the same type of concepts, expounded by Newell Kephart, as perceptual motor training sequences. Improvement in sound localization and reaction time (skills critical in mobility training) are among the many side benefits of karate training noted. (KW)

ABSTRACT 42620

EC 04 2620 ED 064 850
Publ. Date 71 32p.
Morris, June E., Comp.; Nolan, Carson Y., Comp.
Bibliography on Tests and Testing of the Blind.
American Printing House for the Blind, Louisville, Kentucky. Department of Educational Research
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; bibliographies; testing; guidelines; administration; history; test interpretation; theories; material development

The bibliography on tests and testing of the blind contains approximately 420 entries concerning theoretical or practical aspects of testing, historical development of testing, manuals, instructions, and methods of administration, descriptions and evaluation of tests, development and adaptation of tests for the blind, and uses of tests; testing and guidance programs are not included. Publication dates of entries range from approximately 1920 to 1971 with an even distribution throughout the period. Entries include theses, books, journal articles, some foreign publications, conference reports, project reports, manuals, and other publications. Generally provided for each entry are author, title, place of publication, publication date, and number of pages. (CB)

ABSTRACT 42867

EC 04 2867 ED 065 973
Publ. Date 72 91p.
Lindqvist, B., Ed.; Trowald, N., Ed.
European Conference on Educational Research for the Visually Handicapped.
Uppsala University (Sweden). Institute of Education
National Swedish Board of Education, Stockholm; Swedish Association of the Blind
EDRS mf,hc
Report of International Conference on Educational rVisually Handicapped, Stockholm, October, 1971

Descriptors: exceptional child education; visually handicapped; conference reports; learning difficulties; international programs; research projects; learning processes; braille; reading; map skills; talking books

Proceedings of a 3-day working conference in Stockholm on educational research for the visually handicapped are presented, with five reports on research activities conducted by participating groups and five introductory papers. Research projects reviewed include information on research activities at the Research Centre for the Education of the Visually Handicapped at England's University of Birmingham, information on educational research on visual impairment in the German Democratic Republic, information on optimation by technical means of the conditions of learning for the blind and partially sighted in the German Federal Republic, information on the principal trends of scientific research in the field of investigation, information on teaching and education of visually handicapped children in the Soviet Union, and information on education research on learning problems for the visually handicapped in Sweden. Five introductory papers presented are titled conservation of substance in the blind and partially sighted, factors underlying the ability to learn braille in former readers of ink-print, methods for conveying graphical information to the visually handicapped, symbols for tactile maps, and methods of using talking books. (CB)

ABSTRACT 42877

EC 04 2877 ED N.A.
Publ. Date Sep 72 8p.
Apple, Marianne M.
Kinesic Training for Blind Persons: A Vital Means of Communication.
EDRS not available
New Outlook for the Blind; V66 N7 P201-8 Sep 1972

Descriptors: exceptional child education; visually handicapped; nonverbal communication; nonverbal learning; communication skills; literature reviews

The paper on kinesic training for blind persons as a vital means of communication defines problems in the use of nonverbal communication by blind persons, reviews the literature on pertinent areas, and proposes a set of gestures that can be taught to blind persons. The differences between the behavior of congenitally blind and sighted individuals is said to be evident in interpersonal communication. Review of pertinent literature is shown to indicate that communication gestures are learned, not innate. The need to distinguish between social and emotional expressions is noted. Little literature was found on emotional development as it related to blind infants. The original literature on kinesics is said to be found in the work of R.L. literature on kinesics is said to be found in the work of R.L. Birdwhistell. Roles of movement in acting and mime and of music and dance in learning gestures are discussed briefly. It is thought that kinesics training for congenitally blind persons needs to acquaint the blind persons with facial expressions and gestures common to the sighted world, but flexible enough to allow for molding of behavior patterns to fit the individual. A standard set of kines is then recommended. (CB)

ABSTRACT 42994

EC 04 2994 ED N.A.
Publ. Date Oct 72 3p.
Evans, Rosemary; Simpkins, Katherine
Computer Assisted Instruction for the Blind.
EDRS not available
Education of the Visually Handicapped; V4 N3 P83-5 Oct 1972

Descriptors: exceptional child education; visually handicapped; intermediate grades; mathematics; computer assisted

instruction; elementary school students; educational programs; program descriptions

Computer assisted instruction in arithmetic for visually handicapped children in the intermediate grades is discussed. In the program described, the children use computer terminals daily as a supplement to clasroom mathematics lessons. Briefly described is the physical apparatus, methods of initiating and maintaining the child in the project, other aspects of the program such as the children's enthusiasm and the lack of braille contractions, and the program's apparent success. (CB)

ABSTRACT 50117

EC 05 0117 ED 069 059
Publ. Date 72 79p.
A Plan for Itinerant Educational Consultant Services for Preschool Visually Handicapped Children.
Allegheny Intermediate Unit No. 3, Exceptional Children's Program, Pittsburgh, Pennsylvania
Pennsylvania State Department of Education, Harrisburg
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; preschool children; itinerant teachers; educational programs; program descriptions; case studies; parent role

Examined is a 2 year program in which itinerant teachers provided preparatory educational experiences to preschool visually handicapped children and demonstrated specific educational techniques to parents. Explained are: procedures of identification, referral, interviewing, and instruction; use of paraprofessionals, mobility specialists, and student teachers; and the development of a toy library where entries were catalogued according to age levels and developmental goals. Children are identified according to diagnosis, age at time of report, number of itinerant teacher visits, disposition, and cooperating agency. Six case studies which include reports of mobility students, instructional aides, or nursery school teachers are presented. (GW)

ABSTRACT 50119

EC 05 0119 ED 069 060
Publ. Date 71 18p.
Trevana, Thomas M.
The Role of the Resource Teacher in Mobility Instruction.
Alameda County School Dept., Hayward, Calif.
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; visually handicapped orientation; visually handicapped mobility; resource teachers; teaching methods; guidelines; teacher role; class activities

The booklet suggests activities that a resource teacher for the visually impaired can incorporate into the curriculum to ready students for instruction by an orientation and mobility specialist. Activities such as the following are recommended: introductions to sighted guides, direction taking, protective procedures, and squaring off; body awareness activities; learning of descriptive and cardinal directions; lessons in estimating and measuring distance; identification games for distinguishing objects and surfaces; reading of tactual maps; identification of sounds; and physical education activities that contribute to balance, coordination, awareness of spatial relations, free movement, strength, agility, reaction time, and orientation. (GW)

ABSTRACT 50137

EC 05 0137 ED 069 062
Publ. Date 72 34p.
Communication and Computation Skills for Blind Students Attending Public Schools.
Suffolk County Board of Cooperative Educational Services, Dix Hills, N.Y.
EDRS mf, hc

Descriptors: exceptional child education; visually handicapped; teaching methods; braille; communication skills; reading; reading readiness; writing skills; mathematics; itinerant teachers; public schools; Nemeth Code

Outlined are evaluative and instructional procedures used by itinerant teachers of blind children in public schools to teach readiness for braille reading and writing, as well as braille reading and writing, signature writing, and the Nemeth Code of braille mathematics and scientific notation. Readiness for braille reading and writing is considered in terms of attitudinal readiness, physical evaluation, social and emotional readiness, and the development of tactile discrimination and prewriting skills. Noted are aims and techniques of teaching braille, mechanics of reading braille for different age groups from kindergarten through senior high school, and problems inherent in the use of braille such as difficulties with unwieldy or hard to obtain volumes and confusion due to the multiple uses of braille symbols. Examined are techniques for teaching braille writing, the use of the slate and stylus for braille writing, and the mechanics of signature writing. Listed are supplementary aids for teaching the Nemeth Code to kindergarteners through senior high school students as well as aids and devices for supplementary mathematics and science. (GW)

ABSTRACT 50387

EC 05 0387 ED 071 215
Publ. Date 68 27p.
The Preschool Child Who is Blind.
Office of Child Development (DHEW), Washington, D. C.
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Folder #39-1953 $0.20).

Descriptors: exceptional child education; visually handicapped; parent education; child rearing; preschool children; parent role

The pamphlet contains general information and guidelines for parents of a preschool blind child. It is explained that a blind child needs what every child needs: love, good health, attention. Parents are urged to play with their blind child, give him opportunities to explore and grow, and to provide many and varied experiences for him. Although home life is considered preferential to residential care, nursery school enrollment is recommended. Additional child rearing suggestions are made concerning playmates, giving a blind child more time to learn, helping him to learn by doing, and the use of other senses. Parents are urged not to feel ashamed to seek help from parent groups or public or private agencies. (KW)

ABSTRACT 50431

EC 05 0431 ED N.A.
Publ. Date Nov 72 8p.
Craven, Roger W.
The Use of Aluminum Sheets in Producing Tactual Maps for Blind Persons.
EDRS not available
New Outlook for the Blind; V66 N9 P323-30 Nov 1972

Descriptors: exceptional child education; visually handicapped; map skills; material development; guidelines

The author describes his hobby of making inexpensive, clear embossed maps, charts, and diagrams for blind persons by using a thermoform machine. Explained are details of the process including the making of a master copy from a sheet of aluminum with a hat pin or dentist's pick. Space limitations are said to make it advisable to consult with prospective map users to determine what information is desired. It is suggested that the terms in the explanatory key be abbreviated on the map itself as long as they remain understandable to the user. Recommendations are made for the placement of labels and the use of contexts to supplement symbols. Road maps and other kinds of tactual displays such as diagrams of atomic structure and of astronomical configurations are discussed. (GW)

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